|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year Group: N** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic** | **Toys** | **Who am I?** | **Superheroes**  **Around the World** | **People Who Help Us** | **Minibeasts and Growing** | **Transport** |
| **PSED** | Making Relationships and playing in a group- introduction to Nursery, rules, toys, adults, daily routine, key groups, key worker time  Importance of Hygiene and washing hands | Similarities and differences in relation to people  Accessing resources independently | Talk about feelings and understand how others may be feeling | Play in a group extending and elaborating play ideas    Making Healthy Choices | Become assertive and begin to resolve conflicts  Talk about feelings and emotions | Confidence and sense of responsibility  Preparing children for transition into reception |
| **C and L** | Communication with adults and peers- gaining confidence to speak, ask for help, express their wants and needs  Sing songs  Understand  Questions and Instructions  Listen to stories | Build up vocabulary  Understand Questions and Instructions  Listen to Stories and remember what happens. | Understand ‘Why’ questions  Develop their communication  Develop pronunciation  Listen to Stories and remember what happens. | Sing songs and be familiar with Rhymes  Develop pronunciation  Develop sentences  Use talk linked to themselves and play  Listen to stories and remember what happens | Sing songs and be familiar with Rhymes  Listen to stories and remember what happens  Use talk linked to themselves and play | Understand ‘Why’ questions  Understand  Questions and Instructions with two parts.  Expressing views and opinions |
| **Literacy** | **Where’s my Teddy?**  **Kippers Toy Box**  **Humpty Dumpty T4W**  Engage in extended conversations  Phase 1 Phonics  Environmental Sounds. | **Elmer**  **Goldilocks and the Three Bears**  **Rosie’s Walk (T4W)**  Understand the 5 key concepts of print  Phase 1 Phonics  Rhyme and Alliteration | **Super Daisy**  **Superworm**  **Supertato (T4W)**  **Jungle Jam**  Name Writing  Clapping Syllables  Phase 2 Phonics | **Not like this, Like that(T4W)**  **Non-fiction text People who help us**  Name Writing  Write some letters accurately  Phase 2 Phonics  Initial sounds | **The Very Hungry Caterpillar**  **Titch**  **The Enormous Turnip (T4W)**  Write some letters accurately  Phase 2 Phonics | **The Train Ride (T4W)**  **The Naughty Bus?**  **‘Many ways to travel’ by Tony Mitton**  Name Writing  Write some letters accurately  Phase 2 Phonics |
| **Maths** | 1:1 Counting Number Songs 2D Shapes in the environment | Shapes - using shapes for a task Numbers 1-5(subitising 1-3) Representing Numbers Positional Language  Comparisons in relation to size | Numbers 6-10 Matching  Numeral to quantities Representing Numbers (experimenting with marks) | Shapes - discussing properties (2D/3D)  Comparisons relating to height/length Positional Language | Numbers past 10 Comparisons in relation to weight/capacity Sequence events  Patterns  3D Shapes and their properties | Patterns Use language of comparison; more than and fewer than Routes and locations |
| **UW** | Exploring Materials  Explore How things work  Old and New toys  Seasons  Autumn | Talk about my family  Who do I live with, Where I am from?  Identifying differences between people  Exploring different materials and textures | Countries around the world - Israel, China, UK  Culture, Food, Flags etc.  Weather  Explore natural materials.  Properties of Materials. | Different Occupations  PWHU -Visitors  Explore how things work.  Making observations  Spring | Our natural environment  How to care for our environment and living things.  Grow plants and care for them  Life cycle of a plant and an animal. | Different types of transport; in air, on land, on water  Talking about how things work  Inventor of the first bicycle/Penny Farthing related to Transport  Exploring Materials  Making observations  Exploring forces  Summer |
| **PD** | Fine Motor Skills- pencil grip, cutting  Working together  Develop Gross Motor Skills | Pencil grip  Use One-handed tools  Becoming more independent in putting on coats | Pencil grip  One-handed tools  Balancing, ball Skills  Climbing | Balancing. Riding bikes, ball skills  Movements related to rhythm and music  Making large movements | Make up own group activities/games with peers  skip, hop and stand on one leg | Make up own Group activities/games with peers  Balancing, Ball Skills, riding bikes |
| **EAD** | Explore a variety of materials.  Pretend Play using small world.  Construct making complex small worlds.  Listen to Sounds  Make toys/ junk modelling | Textures and materials.  Role Play  Exploring familiar characters and songs.  Construction  Instruments and music | Explore and perform making music  Explore colours and paint  Use a variety of tools and techniques to express themselves.  Use emotion in drawing | Instruments and music  Colour Mixing | Textures and materials.  Exploring familiar characters and songs. | Make vehicle/junk modelling  Drawing with increasing complexity and design.  Explore and perform making music |